

Elementary Librarian Lesson Plans



Library Lesson Plans Sample

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Grade Level	K	Month	4	Week	3
Objective	Students will be able to put short nonfiction stories in the correct sequence.				
"I Can" Statement	I can put stories in the correct order.				
Common Core Standards	CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.				
AASL Standards	AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.				
Procedures	<ol style="list-style-type: none"> 1. Students will go to the appropriate learning center. 2. Distribute the Nonfiction Sequencing Activity, along with crayons, scissors, and glue. 3. Ask students to color the pictures, then cut and paste the pictures in the appropriate order. 4. Students should check their work with a friend's work and make changes as necessary. 				
Assessment	Students will check their work with another student's and make changes as necessary.				
Additional Resources	Nonfiction Sequencing Activity				

Grade Level	1	Month	10	Week	2
Objective	Students will be able to briefly describe elements of Poetry.				
"I Can" Statement	I can describe a poem.				
Common Core Standards	<p>CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.</p> <p>CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.</p>				
AASL Standards	AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.				
Procedures	<ol style="list-style-type: none"> 1. Students will go to their appropriate center. 2. Read a couple of short poems aloud. 3. Ask students what they notice about them. 4. Use the Poem Planner Graphic Organizer to get ideas for writing a poem. 5. Help students write a poem using the information from the graphic organizer. 				
Assessment	Students will provide information to help complete the graphic organizer.				
Additional Resources	Poem Planner Graphic Organizer				

Grade Level	2	Month	7	Week	2
Objective	Students will be able to identify text features and describe their purpose.				
"I Can" Statement	I can identify text features.				
Common Core Standards	AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.				
AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.				
Procedures	<ol style="list-style-type: none"> 1. Students will go to their appropriate center. 2. Have an assortment of nonfiction books available. 3. Distribute the Text Features Activity. 4. Go through each type of text feature with the students. Ask students to find an example of each in their book. 5. Students should describe the purpose of each text feature. 				
Assessment	Students will identify text features and describe their purpose.				
Additional Resources	Text Features Activity				

Grade Level	3	Month	7	Week	4
Objective	Students will be able to identify elements of fables, folk tales, and myths.				
"I Can" Statement	I can identify elements of fables, folk tales, and myths.				
Common Core Standards	CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.				
AASL Standards	AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.				
Procedures	<ol style="list-style-type: none"> 1. Students will go to their appropriate center. 2. Display the Fables, Folk Tales, and Myths Computer Activities document on each student computer station. 3. Students will choose computer activities from the document. 				
Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.				
Additional Resources	Fables, Folk Tales, and Myths Computer Activities document				

Grade Level	4	Month	3	Week	2
Objective	Students will be able to infer information about a text.				
"I Can" Statement	I can answer questions about a text based on given information.				
Common Core Standards	CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
AASL Standards	<p>AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>AASL.V.D.1 Explore: Grow: Competency 1: Learners develop through experience and reflection by iteratively responding to challenges.</p> <p>AASL.I.D.2 Inquire: Grow: Competency 2: Learners participate in an ongoing inquiry-based process by engaging in sustained inquiry.</p>				
Procedures	<ol style="list-style-type: none"> 1. Students will go to their appropriate center. 2. Display the Making Inferences PowerPoint Activity on the interactive whiteboard. Alternatively, you can print the slides for students to complete with paper and pencil. 3. If time allows, students should write a brief story like the ones in the activity and ask a classmate to make an inference based on the given information. 				
Assessment	Students will make appropriate inferences based on the given information.				
Additional Resources	Making Inferences PowerPoint Activity				

Grade Level	5	Month	4	Week	3
Objective	Students will be able to identify the theme of a short story.				
"I Can" Statement	I can identify the theme of a story.				
Common Core Standards	CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.				
AASL Standards	AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.				
Procedures	<ol style="list-style-type: none"> 1. Students will go to their appropriate center. 2. Distribute the Theme Sorting Activity. 3. Students will read each sort story and decide which theme is relevant. 4. They should place the story beside the correct theme. 				
Assessment	Students will identify the correct theme for each short story.				
Additional Resources	Theme Sorting Activity				

Grade Level	6	Month	3	Week	4
Objective	Students will be able to create a basic timeline.				
"I Can" Statement	I can create a timeline.				
Common Core Standards	CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				
AASL Standards	<p>AASL.I.D.2 Inquire: Grow: Competency 2: Learners participate in an ongoing inquiry-based process by engaging in sustained inquiry.</p> <p>AASL.I.D.3 Inquire: Grow: Competency 3: Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.</p> <p>AASL.V.A.2 Explore: Think: Competency 2: Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.</p> <p>AASL.IV.B.2 Curate: Create: Competency 2: Learners gather information appropriate to the task by collecting information representing diverse perspectives.</p>				
Procedures	<ol style="list-style-type: none"> 1. Students will go to their appropriate center. 2. Students will brainstorm significant events in their life using the Timeline Planner document. 3. Students will use a timeline maker to create a timeline for their life. 				
Assessment	Each student will create a timeline about his or her life.				
Additional Resources	<p>Timeline Planner document</p> <p>Timeline Maker Links</p>				